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G2 English

Answer Key

Mark scheme · Papers 1 & 2

SILVER 3 TIER

Indicative answers and mark scheme for the Silver 3-tier G2 English practice papers.

Comprehension answers accept any well-supported response; writing uses the G2 band descriptors.

Total: 120 marks

Time: —

Answer Key & Mark Scheme

For tutor use. Comprehension answers are indicative — accept any answer that is well supported by the text. Writing is marked on the G2 band descriptors (see notes at the end).

Paper 1 - Section A — Editing [10]

#	Incorrect	Correction & reason
1	were	was (singular subject 'Each class')
2	decide	decided (past tense, matching the recount)
3	pouring	poured (parallel with 'washed' and 'measured')
4	careful	carefully (an adverb is needed)
5	an	a (before the consonant sound in 'loud')
6	despite	although (must be followed by a clause)
7	makes	make (plural subject 'the lights')
8	I	me (object of 'told')
9	more	delete 'more' ('prouder' is already comparative)
10	amount	number (countable noun 'questions')

Paper 2 — Comprehension

Q1. It shows volunteers clearing / picking up litter on the beach — the hands-on clean-up the webpage describes ('clear our shoreline of the plastic and litter'). Accept any feature shown that the text also mentions.

Q2. to explain why plastic in the sea is harmful.

Q3. Text 1 uses lively, enthusiastic language — a playful question ('Love our coast?'), exclamation marks and direct address ('you') that urge the reader to join — whereas Text 2 is plain, factual and informative.

Q4. (a) Text 1; (b) Text 2.

Q5. He was unwilling because the whole Saturday was to be spent 'sitting beside the reservoir' with 'no phone, no friends, nothing but water and waiting'; he felt sure the day would be 'the most boring of my entire life'.

Q6. It suggests the grandfather was calm, patient and relaxed — an experienced fisherman who was in no rush and was used to waiting.

Q7. Any two: he 'sighed loudly'; he 'fidgeted on my stool'; he 'asked at least a dozen times whether we could go home'.

Q8. Any two: the heron 'frozen at the water's edge'; the dragonflies 'stitching bright lines above the reeds'; the rising sun setting 'the mist glowing like gold'.

Q9. Order: 'the writer's rod gave a sudden jerk' = 1; 'the line snapped and the fish escaped' = 2; 'the writer drew in a small silver fish' = 3.

Q10. Any two: he 'stared at the broken end'; he was 'crushed with disappointment'; (accept) the fish 'was gone' after he had been so excited.

Q11. reacted to the lost fish: 'laughed gently' (and rested a hand on my shoulder); effect of his words: they 'took the sting out of my failure'.

Q12. To comfort and encourage the writer — to teach him that trying and not giving up matters more than whether you succeed or catch anything.

Q13. At first he was reluctant, bored and impatient, even begging to go home; but as the day went on he grew calm, then proud when he finally caught a fish, and grateful by the end. The change shows he was willing to

learn, became more patient, and came to value his grandfather's company and advice.

Q14. Contentment and gratitude — e.g. he realised 'the day had not been boring at all' and that his grandfather had given him 'a lesson in patience I have never forgotten'.

Q15. Para2 = B; Para3 = A; Para4 = E; Para5 = D; Para6 = C. (Unused: G.)

Q16. Any two: it helps a teenager to concentrate; to remember facts; to stay cheerful / keep a good mood; it strengthens the body's defences against illness.

Q17. It refers to the way a tired teenager 'struggles to pay attention, forgets instructions, and makes careless mistakes'.

Q18. That the teenager is completely worn out and has no energy left, because of constant tiredness.

Q19 Summary — content points (any 6–8, in own words; max 80 words):

- Set a regular bedtime and stick to it (even at weekends)
- Switch off screens about an hour before bed
- Keep the bedroom cool, dark and quiet
- Wind down with a warm drink, a book or calm time before bed
- Parents can agree sensible limits on screens at night
- Families can keep the home calm in the evening
- Schools can start lessons a little later
- Schools can teach pupils why sleep matters

Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Mr Tan, polite+enthusiastic tone, information drawn from the notice. Language /20 — see G2 language ladder.

Continuous (30): Content /10 + Language /20. Narrative (Q1) should build to a clear moment when patience pays off; Descriptive (Q2) rewards see, hear AND smell with vivid sensory verbs; Discursive (Q3) needs both views plus a clear personal stance; Argumentative (Q4) needs a two-sided 'how far' structure with examples.